DOCUMENT RESUME

ED 366 895 CG 025 249

AUTHOR Claus, Richard N.; Quimper, Barry E.
TITLE Dropout Study 1991-92. Evaluation Report.
INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE Apr 93
NOTE 54p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Dropouts; *High Risk Students; High Schools; *High School Students; Potential Dropouts; Program Effectiveness
IDENTIFIERS *Saginaw City School System MI

ABSTRACT

This report presents the dropout rate for students in grades 9 through 12 in the School District of the City of Saginaw (Michigan) for the 1991-1992 academic year. Student enrollment and dropout data are presented for each junior high and high school in the district, showing that 128 (4.4%) of the 2,906 secondary school students in grades 9-12 dropped out prior to graduation. Dropout data are presented and discussed by gender, by grade, by age, by racial/ethnic background, and by reason for dropping out. A summary section notes that: (1) the dropout rate of 4.4% represents a decrease in the dropout rate from the 1990-1991 rate of 6.6%; (2) approximately 59% of dropouts were males; (3) 48.4% of dropouts were high school seniors, while only 5.5% were ninth graders; (4) 18-year-olds comprised the largest group of dropouts by age; (5) black students comprised the largest enrollment group and the largest group dropping out (71.1%); (6) the percent of Hispanic dropouts was slightly greater than their percentage of district enrollment; and (7) the most frequently cited reason for dropping out was lack of interest. Recommendations, based on these findings, are presented. Relevant tables and data forms are appended. (NB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 366 895

# EVALUATION REPORT

DROPOUT STUDY

1991–92

## DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SCHOOL DISTRICT OF THE CITY OF SAGINAW

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Clans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**Saginaw, Michigan**

CG025249



BEST COPY AVAILABLE

# DROPOUT STUDY

## 1991-92

An Approved Report of the

Department of Evaluation, Testing, and Research


Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper, Director
Evaluation, Testing & Research


Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

April, 1993

T\BLE OF CONTENTS


| | Page |
|---|---|
| INTRODUCTION | 1 |
| PRESENTATION OF DATA | 4 |
| Enrollment And Number Of Dropouts | 4 |
| Dropout Data By Gender | 5 |
| Dropout Data By Grade | 7 |
| Dropout Data By Age | 9 |
| Dropout Daca By Racial/Ethnic Background | 10 |
| Dropout Data By Reason | 13 |
| SUMMARY | 15 |
| RECOMMENDATIONS | 17 |
| APPENDICES | 19 |
| Appendix A: Dropout Retention Summary Report - 1991/92 | 20 |
| Appendix B: 1992 Pupil Headcount Report | 21 |
| Appendix C: Number And Percent Of Dropouts By Building And School Year Fourth Friday To Fourth Friday, Starting 1990-91 To Current Year | 39 |
| Appendix D: Number Of Dropouts By Building And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 40 |
| Appendix E: Number And Percent Of Dropouts By Grade And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 42 |
| Appendix F: Number And Percent Of Dropouts By Age And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 43 |
| Appendix G: Numbers And Percents Of Dropouts By School Year And Racial/Ethnic Background From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 44 |
| Appendix H: Number And Percent Of Dropouts By Reason And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 45 |

## LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1 | Enrollment, Number And Percent Of Dropouts By Building — September 27, 1991 - October 2, 1992 | 4 |
| 2 | Number And Percent Of Males And Females Dropping Out By Building And System — September 27, 1991 - October 2, 1992 | 6 |
| 3 | Number Of Dropouts By Grade -- September 27, 1991 - October 2, 1992 | 7 |
| 4 | Number Of Dropouts According To Age -- September 27, 1991 - October 2, 1992 | 8 |
| 5 | Number And Percent Of Dropouts By Building According To Racial/Ethnic Enrollment — September 27, 1991 - October 2, 1992 | 12 |
| 6 | Number Of Dropout Records According To School And Reason For Dropping Out -- September 27, 1991 - October 2, 1992 | 14 |
| C.1 | Number And Percent Of Dropouts By Building And School Year From Fourth Friday To Fourth Friday, Starting 1990-91 To Current Year | 39 |
| D.1 | Number Of Male Dropouts By Building And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 40 |
| D.2 | Number Of Female Dropouts By Building And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 41 |
| E.1 | Number And Percent Of Dropouts By Grade And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 42 |
| F.1 | Number And Percent Of Dropouts By Age And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 43 |
| G.1 | Numbers And Percents Of Dropouts By School Year And Racial/Ethnic Background From Fourth Friday To Fourth Friday For 1990-91 To Current School Year | 44 |
| H.1 | Number And Percent Of Dropouts By Reason And School Year From Fourth Friday To Fourth Friday For 1990-91 To Current Year | 45 |

## INTRODUCTION

This dropout report is the second edition of a new generation of reporting on dropouts. The School District of the City of Saginaw has, for more than 25 years, annually reported on the rate and nature of the drop-out population. In the past, the annual dropout reports were tailored to our own organizational scheme (i.e., K-6, 7-9 and 10-12) and reported dropout rates for grades 7-9, 10-12 and 7-12.

Prior to 1989, the State of Michigan conducted a dropout study every other year for grades 9-12. It was published one or two years after the collection of the data. The State chose the 9-12 grade span because it coincided with the graduation credits which students begin to accumulate in grade 9. The State's study also differed from Saginaw's slightly on the definition of a dropout, the time period of its study, how transfers to adult education were treated, etc.

The District continued its own annual study to provide counselors and administrators with timely data on the size and scope of the dropout population and to guide efforts to reduce the number of students dropping out. The local study fit our need to report annually to our public and reflected our school system's 7-12 secondary organization. Thus, the local study continued to be the primary source of dropout information and guided local policy making decisions at the Board of Education, central administration, and school building levels.

Public Act 25 (PA-25) required local school districts to report to the State from a day after fourth Friday to fourth Friday of the next school year an annual retention and dropout rate. The retention rate was defined as the percentage of ninth graders who graduate from high school within four years, adjusting for the students who moved in and out of the district and to

alternative programs. The dropout rate was defined as the percentage of students who leave school in any one year, again, adjusting for those who moved in and out of the district. The local district was to supply the Department of Education with the raw data using software supplied by the State through the intermediate school districts. This software would, as part of the entry process, supply the district with the appropriate percentages and information. The new annual study required by PA-25 used a new definition of a dropout and a new formula to calculate the dropout rate.

With the advent of PA-25, it was decided that rather than continue dual dropout studies, the school district would conduct only the state mandated annual study. However, data would be analyzed by reason for the drop, gender, race, age, etc., elements that are not included in the State's study. This practice should lessen confusion, provide longitudinal dropout data, and avoid duplication of effort in doing two studies. For the above reasons, **the 1990-91 Dropout Study should be regarded as new baseline information.** The 1991-92 Dropout Study is the first report that can be compared to the new baseline.

This report, as the 1990-91, will show the dropout rate for grades 9-12. The base for calculations (the prior year's fourth Friday enrollment count) is adjusted for students coming into the district, leaving for other school districts, transfers to alternative education programs, retentions, etc. (See Appendix A for the calculations of this year's adjusted enrollment counts.) The raw data for the study are collected by building staff and sent to Child Accounting as part of the 1992 Pupil Head Count Report required by the State. (See Appendix B for a copy of the forms used to supply this data for 1990-91 study). The Evaluation Department, working with data obtained from the Child Accounting Office, summarizes and analyzes these to provide the information presented in the tables and narrative that follow. Note that this is only

the third year of data gathering as required by PA-25. Some problems and inconsistencies still exist in the process as noted at the bottom of the table in Appendix A.

This is the first year that longitudinal data will be compiled. It is hoped that the data collection process will be clarified and refined so that more accurate counts of students transferring into and out of the district are obtained. In future years, it is hoped that counts will balance and estimations as indicated in the footnote at the bottom of the table in Appendix A will no longer be necessary. Some of the problems rest with the State's selection of a head count procedure/formula suitable for small school districts having a single junior high and senior high school. This procedure may not be workable for larger districts having a number of junior and high school sites along with high student mobility rates.

## PRESENTATION OF DATA

### Enrollment and Number of Dropouts

The number and percent of dropouts reported for each building during 1991-92 are contained in Table 1 below.

**TABLE 1. ENROLLMENT, NUMBER AND PERCENT OF DROPOUTS BY BUILDING—SEPTEMBER 27, 1991 - OCTOBER 2, 1992.**

| Building | Adjusted Fourth Friday Head Count* | Dropouts | | |
|---|---|---|---|---|
| | | # | % of Bldg. Head Count | % of All Dropouts |
| Central | 127 | 3 | 2.4 | 2.3 |
| North Int. | 195 | 1 | 0.5 | 0.8 |
| South Int. | 225 | 0 | 0.0 | 0.0 |
| Webber Jr. | 174 | 3 | 1.7 | 2.3 |
| Subtotal | 721 | 7 | 1.0 | 5.4 |
| Arthur Hill | 1,301 | 37 | 2.8 | 28.9 |
| Saginaw High | 884 | 84 | 9.5 | 65.6 |
| Subtotal | 2,185 | 121 | 5.5 | 94.5 |
| TOTAL | 2,906 | 128 | 4.4 | 99.9** |

* Head counts at junior high buildings are for ninth grade only. Senior high counts include all grades 10, 11 and 12.
** Due to rounding.

A review of the data contained in Table 1 reveals that:

- Systemwide, 128 (4.4%) of the 2,906 secondary students in grades 9-12, dropped out prior to graduation.

  —Of the 2,906 secondary students:

  - 721 (24.8%) were junior high (ninth grade) students and
  - 2,185 (75.2%) were senior high students.

  --Of the 128 dropouts:

  - 5.4% (7) were junior high (ninth grade) students and
  - 94.5% (121) were senior high students.

- By level:

  --Seven of 721 junior high (ninth grade) students (1.0%) dropped out.
  --121 of 2,185 senior high students (5.5%) dropped out.

- Across all secondary buildings:

  —The largest number of students dropping out at a building occurred at Saginaw High (84) and
  --Over half of all dropouts (65.6%:84 of 128) left Saginaw High. Also, in terms of percent of enrollment Saginaw High (9.5%) had a greater dropout rate than Arthur Hill (2.8%).

- Buildings by level, the largest number of students dropping out at junior high occurred at Central (3) and Webber Jr. (3). The dropout rate as a percent of enrollment was the largest (2.4%) at Central Jr.

Reviewing the longitudinal data in Appendix C it can be seen that:

- The current rate of 4.4% district-wide is the lowest reported compared to the first year base. Last year the rate was 6.4%.

- The current rate of 1.0% and 5.5% at the junior high and high school levels respectively is the lowest reported for the two year period. Last year, the rates were 3.1% and 7.4% respectively.

- The reduction in rate was most pronounced by building with Arthur Hill going from 5.1% to the current 2.8%.

**Dropout Data by Gender**

Table 2, below, contains the number of males and females dropping out by building during the 1991-92 school year.

**TABLE 2. NUMBER AND PERCENT OF MALES AND FEMALES DROPPING OUT BY BUILDING AND SYSTEM—SEPTEMBER 27, 1991 - OCTOBER 2, 1992.**

| Building | GENDER | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | Males | | | Females | | | |
| | # | % of Gender | % of Building Total | # | % of Gender | % of Building Total | |
| Central | 1 | 1.3 | 33.3 | 2 | 3.8 | 66.7 | 3 |
| North Int. | 1 | 1.3 | 100.0 | 0 | 0.0 | 0.0 | 1 |
| South Int. | 0 | 0.0 | 0.0 | 0 | 0.0 | 0.0 | 0 |
| Webber Jr. | 3 | 4.0 | 100.0 | 0 | 0.0 | 0.0 | 3 |
| Subtotal | 5 | | 71.4 | 2 | | 28.6 | 7 |
| % | | 6.6 | | | 3.8 | | |
| Arthur Hill | 20 | 26.3 | 54.1 | 17 | 32.7 | 45.9 | 37 |
| Saginaw High | 51 | 67.1 | 60.7 | 33 | 63.5 | 39.3 | 84 |
| Subtotal | 71 | | 58.7 | 50 | | 41.3 | 121 |
| % | | 93.4 | | | 96.2 | | |
| Total | 76 | | | 52 | | | 128 |
| % of Total | | | 59.4 | | | 40.6 | |
| % of Gender | | 100.0 | | | 100.0 | | 100.0 |

Reviewing the data contained in Table 2, it can be seen that:

- Systemwide, the number and percent of male dropouts (76:59.4%) was approximately 1.5 times that of females (52:40.6%).

  --Of the 76 male dropouts:

  - 5 (6.6%) were junior high students and
  - 71 (93.4%) were senior high students.

  --Of the 52 female dropouts:

  - 2 (3.8%) were junior high students and
  - 50 (96.2%) were senior high students.

- By level, the data indicate that a greater number of males than females drop out at both the junior high and high school levels.

- At only Central did the number of female dropouts exceed that of males (two versus one respectively).

Reviewing the longitudinal data in Appendix D it can be seen that:

- The rate of females dropping out has declined from 42.4% last year to 40.6% for 1991-92.
- The rate of males dropping out has increased from 57.6% last year to 59.4% currently.

## Dropout Data by Grade

Table 3 below contains the number and percent of dropouts for 1991-92 by building and grade.

**TABLE 3. NUMBER OF DROPOUTS BY GRADE SEPTEMBER 27, 1991 - OCTOBER 2, 1992.**

| Building | GRADE 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|
| Central | 3 | NA[1] | NA | NA | 3 |
| North | 1 | NA | NA | NA | 1 |
| South | 0 | NA | NA | NA | 0 |
| Webber Jr. | 3 | NA | NA | NA | 3 |
| Subtotal | 7 | NA | NA | NA | 7 |
| Arthur Hill | NA | 6 | 10 | 21 | 37 |
| Saginaw High | NA | 22 | 21 | 41 | 121 |
| Subtotal | NA | 28 | 31 | 62 | 121 |
| Number | 7 | 28 | 31 | 62 | 128 |
| TOTAL % of Dropouts | 5.5 | 21.9 | 24.2 | 48.4 | 100.0 |
| Grade Enrollment | 721 | 758 | 774 | 653 | 2,906 |
| % of Total Gr. Enroll. | 24.8 | 26.1 | 26.6 | 22.5 | 100.0 |

[1]NA = Not Applicable.

A review of the data contained in Table 3 reveals that:

- Systemwide, the number and percent of dropouts was:

  —Largest at grade 12 (62:48.4%) and
  —Smallest at grade 9 (7:5.5%).

An examination of the longitudinal data (Appendix E) reveals that:

- The pattern of 1991-92 with grade ten having the greatest number of dropouts and then it falling off in both grade directions has been radically altered with the greatest number dropping at twelfth grade and the number falling off as you descend the grade levels to ninth grade.

## Dropout Data by Age

Table 4 below contains information relative to the ages of students who drop out between the age ranges of 14 through 20 and over.

**TABLE 4. NUMBER OF DROPOUTS ACCORDING TO AGE SEPTEMBER 27, 1991 - OCTOBER 2, 1992.**

| Building | AGE | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 & Over | |
| Central | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| North | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| South | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Webber Jr. | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 3 |
| **Subtotal** | 0 | 2 | 4 | 1 | 0 | 0 | 0 | 7 |
| % | 0.0 | 28.6 | 57.1 | 14.3 | 0.0 | 0.0 | 0.0 | 100.0 |
| Arthur Hill | 0 | 1 | 8 | 10 | 12 | 4 | 2 | 37 |
| Saginaw High | 0 | 7 | 16 | 22 | 22 | 15 | 2 | 84 |
| **Subtotal** | 0 | 8 | 24 | 32 | 34 | 19 | 4 | 121 |
| % | 0.0 | 6.6 | 19.8 | 26.5 | 28.1 | 15.7 | 3.3 | 100.0 |
| Number | 0 | 10 | 28 | 33 | 34 | 19 | 4 | 128 |
| **TOTAL** % of Dropouts | 0.0 | 7.8 | 21.9 | 25.8 | 26.6 | 14.8 | 3.1 | 100.0 |

Reviewing the information contained in Table 4, it can be seen that:

- Systemwide, the largest number and percent of dropouts were 18 years old (34:26.6%).
  - --Of the 7 junior high dropouts, the greatest number and percent (4:57.1%) were 16 years old.
  - --At the senior high level, the greatest number and percent dropping out (34:28.1%) were 18 years old.

- The number and percent of students dropping out steadily increases from age 15 to age 18 (10:7.8% to 34:26.6%), and then decreases from age 18 to age 20 and older (34:26.6% TO 4:3.1%).

- Of the 128 dropouts, only slightly more than half of the number and percent of students dropped out prior to their eighteenth birthday (71:55.5%) as did those dropping out at age 20 and older (57:44.5%).

A longitudinal examination of the data (see Appendix F) reveals that:

- The age at which a student is mostly likely to dropout was 17 for 1990-91 and currently is now 18 for the 1991-92 school year.

- The combined percent of 19 and over aged dropouts has increased from 13.4% last year to 17.9% for 1991-92.

**Dropout Data by Racial/Ethnic Background**

Reviewing the racial/ethnic data contained in Table 5 below, it can be seen that:

- Systemwide, of all dropouts (128), the greater number and percent were:

  — Black students (91:71.1%), followed by
  — Hispanic (20:15.6%), and
  -- White (17:13.3%).
  — No Asian/Pacific Islander, and
  -- No American Indian/Alaskan Native students dropped out.

- Examining dropout rates for students within a racial/ethnic category, systemwide it can be seen that:

  -- The highest dropout rate was incurred by Hispanic students (6.1%);
  -- The next largest rate (6.0%) was reported for Black students; and
  -- White students evidenced a 2.1% dropout rate.
  — The lowest rates - there were none - were for Asian/Pacific Islander and American Indian/ Alaskan Native students (0.0%).

- At the junior high level, the percent of Hispanic dropouts (10.9%) was the highest reported for any group.

- At the senior high school level, the percent of Hispanic dropouts (8.0%) was the highest reported for any group.

- Comparing the racial/ethnic composition of the district (grades 9-12) expressed as a percentage with the percentage of dropouts from each racial/ethnic group, it can be seen that:

  -- The dropout percentage was <u>disproportionately high</u> in relation to the districts racial/ethnic percentage for the following groups:

     - Hispanic students (15.6% versus 11.3%, or a ratio of 1.38), and
     - Black students (71.1% versus 52.6%, or a ratio of 1.35).

  -- The dropout percentage was <u>disproportionately low</u> in relation of the district's racial/ethnic percentage for the following groups:

     - American Indian/Alaskan Native students (0.0% versus 0.1%, or a ratio of 0.00),
     - Asian/Pacific Islander students (0.0% versus 1.0%, or a ratio of 0.00), and
     - White students (13.3% versus 35.0%, or a ratio of 0.38).

A review of the longitudinal data contained in Appendix G reveals that:

- For the last two years,

  -- The percent of Black and Hispanic dropouts has exceeded the percent of their district enrollment.

  -- The percent of White dropouts has been below the percent of their district enrollment.

TABLE 5. NUMBER AND PERCENT OF DROPOUTS BY BUILDING ACCORDING TO RACIAL/ETHNIC ENROLLMENT — SEPTEMBER 27, 1991 - OCTOBER 2, 1992.

| BUILDING | BLACK | | | WHITE | | | HISPANIC | | | ASIAN/ PACIFIC ISLANDER | | | AMERICAN INDIAN/ ALASKAN NATIVE | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Enrollment | Dropouts # | Dropouts %[1] | Enrollment | Dropouts # | Dropouts % | Enrollment | Dropouts # | Dropouts % | Enrollment | Dropouts # | Dropouts % | Enrollment | Dropouts # | Dropouts % | Enrollment | Dropouts # | Dropouts % |
| Central | 118 | 3 | 2.5 | 3 | 0 | 0.0 | 6 | 0 | 0.0 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 127 | 3 | 2.4 |
| North Intermediate | 56 | 0 | 0.0 | 114 | 1 | 0.9 | 20 | 0 | 0.0 | 5 | 0 | 0.0 | 0 | 0 | 0.0 | 195 | 1 | 0.5 |
| South Intermediate | 44 | 0 | 0.0 | 135 | 0 | 0.0 | 44 | 0 | 0.0 | 2 | 0 | 0.0 | 0 | 0 | 0.0 | 225 | 0 | 0.0 |
| Webber Jr. | 150 | 2 | 1.3 | 2 | 0 | 0.0 | 22 | 1 | 4.5 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 174 | 3 | 1.7 |
| Subtotal | 368 | 5 | 1.3 | 254 | 1 | 0.4 | 92 | 1 | 10.9 | 7 | 0 | 0.0 | 0 | 0 | 0.0 | 721 | 7 | 9.7 |
| % of Jr. High Dropouts | | | 71.4 | | | 14.3 | | | 14.3 | | | 0.0 | | | 0.0 | | | 100.0 |
| Arthur Hill High | 320 | 11 | 3.4 | 754 | 14 | 1.8 | 202 | 12 | 5.9 | 21 | 0 | 0.0 | 4 | 0 | 0.0 | 1,301 | 37 | 2.8 |
| Saginaw High | 839 | 75 | 8.9 | 8 | 2 | 25.0 | 36 | 7 | 19.4 | 1 | 0 | 0.0 | 0 | 0 | 0.0 | 884 | 84 | 9.5 |
| Subtotal | 1,159 | 86 | 7.4 | 762 | 16 | 2.1 | 238 | 19 | 8.0 | 22 | 0 | 0.0 | 4 | 0 | 0.0 | 2,185 | 121 | 5.5 |
| % of Sr. High Dropouts | | | 71.1 | | | 13.2 | | | 15.7 | | | 0.0 | | | 0.0 | | | 100.0 |
| TOTAL Number | 1,527 | 91 | 6.0 | 1,016 | 17 | 1.7 | 330 | 20 | 6.1 | 29 | 0 | 0.0 | 4 | 0 | 0.0 | 2,906 | 128 | 4.4 |
| TOTAL % of all Dropouts | | | 71.1 | | | 13.3 | | | 15.6 | | | 0.0 | | | 0.0 | | | 100.0 |
| TOTAL % of Enrollment | | | 52.6 | | | 35.0 | | | 11.3 | | | 1.0 | | | 0.1 | | | 100.0 |

[1] Percent of building enrollment.

## Dropout Data by Reason

Table 6 on the following page indicates the reasons students voluntarily terminated their high school careers. A review of the information shows that:

- Systemwide, the greatest number and percent (83:64.8%) of students left due to "lack of interest". The second most frequently cited response was "unknown" (26:20.3%).
- By level, the greatest number and percent of students dropping out:
  - --At the junior high (4:57.1%) left for unknown reasons.
  - --At the senior high (83:68.6%) left for "lack of interest".
- Systemwide, no students dropped out of school due to expulsion, marriage, poor pupil-staff relationship, poor peer relationships, military service, or employment.

Reviewing the longitudinal data (see Appendix H), it can be seen that:

- "Lack of interest" continues to be the most frequently recorded reason for dropping out of school for both the last and the current years.
- For the first year since 1990-91, military service failed to surface as a reason for dropping out.

TABLE 6. NUMBER OF DROPOUT RECORDS ACCORDING TO SCHOOL AND REASON FOR DROPPING OUT — SEPTEMBER 27, 1991 - OCTOBER 2, 1992.

| REASON | SCHOOL | | | | | | | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Central | North | South | Webber | Jr. High Subtotal # | Jr. High Subtotal % | Arthur Hill | Saginaw High | Sr. High Subtotal # | Sr. High Subtotal % | # | % |
| Left: School Status Unknown | 3 | 1 | 0 | 0 | 4 | 57.1 | 0 | 0 | 0 | 0.0 | 4 | 3.1 |
| Expulsion | 0 | 0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0.0 |
| Suspension | 0 | 0 | 0 | 0 | 0 | 0.0 | 2 | 2 | 4 | 3.3 | 4 | 3.1 |
| Pregnancy | 0 | 0 | 0 | 0 | 0 | 0.0 | 0 | 1 | 1 | 0.8 | 1 | 0.8 |
| Marriage | 0 | 0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0.0 |
| Non-Attendance Due To: | | | | | | | | | | | | |
| Parental Influence | 0 | 0 | 0 | 0 | 0 | 0.0 | 5 | 0 | 5 | 4.1 | 5 | 3.9 |
| Lack of Interest | 0 | 0 | 0 | 0 | 0 | 0.0 | 15 | 68 | 83 | 68.6 | 83 | 64.8 |
| Academic Failure | 0 | 0 | 0 | 0 | 0 | 0.0 | 2 | 1 | 3 | 2.5 | 3 | 2.3 |
| Poor Pupil-Staff Relationships | 0 | 0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0.0 |
| Poor Peer Relationships | 0 | 0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0.0 |
| Unknown | 0 | 8 | 0 | 3 | 3 | 42.9 | 11 | 12 | 23 | 19.0 | 26 | 20.3 |
| Extended Illness | 0 | 0 | 0 | 0 | 0 | 0.0 | 1 | 0 | 1 | 0.8 | 1 | 0.8 |
| Military Service | 0 | 0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0.0 |
| Employment | 0 | 0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0.0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0.0 | 1 | 0 | 1 | 0.8 | 1 | 0.8 |
| TOTAL | 3 | 1 | 0 | 3 | 7 | 100.0 | 37 | 84 | 121 | 99.9* | 128 | 99.9* |

*Due to rounding.

## SUMMARY

As mentioned earlier, this is the second of a new generation of dropout reports. Between 1964 and 1989 the School District of the City of Saginaw annually reported the dropout rate for grades 7-12. The new report focuses on student dropouts in grades 9-12 as part of reporting practices required under Public Act 25 (PA-25) of 1990. PA-25 defines the dropout rate as the percentage of students in grades 9-12 who leave school in any one year, adjusting for those who move in and out of the district and to alternative programs.

One hundred twenty-eight (128), or (4.4%) of Saginaw's 2,906 secondary students in grades 9-12 voluntarily terminated their high school education between September 27, 1991 - October 2, 1992. This year's report rate of 4.4% represents a **decrease** in the dropout rate from last year's rate of 6.6%. Of that number, 7 (5.4%) were ninth grade students at the junior high school level and 121 (94.5%) were senior high students.

Of the 128 dropouts, approximately 59% were male and 41% female. This ratio was approximately the same for the senior high and was different for the junior high level (71% male and 29% female).

The greatest number and percent of dropouts (62 or 48.4%) occurred at twelfth grade. The smallest number and percent of students dropping out at a grade level occurred at ninth grade (7 or 5.5%).

Eighteen year olds comprised the largest group of students dropping out at any age level (34 or 26.6%). The number and percent of students dropping out steadily increased from age 14 to 18 and steadily decreased from age 18 to 20 and older. The combined percent of 17 and 18 year olds dropping out was 52.4%.

The racial/ethnic composition of the 1991-92 dropout population is summarized below.

| Group | Ethnic Group Percentage of Enrollment | Number of Dropouts | Percentage of Dropouts | Percentage of Racial/Ethnic Group Dropping Out |
|---|---|---|---|---|
| Black | 52.6 | 92 | 71.1 | 6.0 |
| White | 35.0 | 17 | 13.3 | 1.7 |
| Hispanic | 11.3 | 20 | 15.6 | 6.1 |
| Asian/Pacific Islander | 1.0 | 0 | 0.0 | 0.0 |
| American Indian/ Alaskan Native | 0.1 | 0 | 0.0 | 0.0 |

Black students comprised the largest enrollment group (52.6% of the student population at these grade levels) and the largest group dropping out (71.1% of all dropouts). The percent of Hispanic dropouts (15.6%) was slightly greater than their percentage of district enrollment (11.3%). Hispanics also evidenced the highest percentage by their ethnic group dropping out (6.1%). Asian/Pacific Islander and American Indian/Alaskan Native students comprised the two lowest percents of students enrolled (1.0% and 0.1% respectively).

The most frequently cited reason given for students dropping out is "lack of interest". This year, no students dropped out due to marriage, poor peer relationships, poor pupil-staff relationships, military service, or expulsion.

## RECOMMENDATIONS

Being the second in a new generation of dropout reports, this document represents a new level of sophistication in the calculation of the dropout rate. The rate is calculated on an adjusted fourth Friday enrollment count that takes into account transfers into our district, transfers out of our district, transfers to alternative education sites, retentions in grade, and mid-year promotions through the next fourth Friday (see Appendix A for further details relative to the adjustments). The process of arriving at this adjusted count is not without its difficulties at both the building and State levels. Difficulties arise in applying the formula in a large district like Saignaw, which have numerous schools and high student mobility. Errors at both levels required the district's Child Accounting Office to use approximations and estimates in arriving at an adjusted enrollment count. In an effort to arrive at a more accurate count, the following recommendations are made:

1. The Child Accounting Office should work with the State to iron out the difficulties in calculating accurate adjusted enrollment counts. A special effort is necessary for the State to understand the nature of inaccuracies possible for large urban districts with high mobility, high numbers of midyear promotions and large numbers of students taking part in open-enrollment (a form of "schools of choice" option). **The hope is that the State can develop operational guidelines to help larger districts more accurately account for student mobility.**

2. A special meeting should be called for district personnel responsible for collecting and reporting mobility and dropout data. The Child Accounting Office and the Evaluation Department should jointly be involved in clarifying procedures and processes related to recording student mobility and dropout data.

While the dropout rate of 4.4% for grades 9-12 is a reduction in the past rate (6.4%), certain areas within the current reported results seem to merit further attention.

Certainly, the prevalence of dropouts who are Black, Hispanic, males, 17 or 18 years old, or in the eleventh or twelfth grades calls for special attention. The key, however, probably lies in determining what are the causes for "lack of interest" being the main reason cited for dropping out.

In addition, counselors and principals must continue to keep in contact with students and their families. These contacts provide us the data and insights into understanding the dropout problem and a means to help reduce the likelihood of students becoming dropouts.

# APPENDICES

DROPOUT/RETENTION SUMMARY REPORT-1991/92

| | GRD 9 | GRD 10 | GRD 11 | GRD 12 | GRADS | TOTAL |
|---|---|---|---|---|---|---|
| ENROLLMENT-PRIOR YR: | | | | | | |
| CENTRAL | 151 | | | | N/A | 151 |
| NORTH | 249 | | | | N/A | 249 |
| SOUTH | 266 | | | | N/A | 266 |
| WEBBER JR. | 201 | | | | N/A | 201 |
| AHS | | 453 | 468 | 458 | N/A | 1,379 |
| SHS | | 301 | 328 | 315 | N/A | 944 |
| TOTAL | 867 | 754 | 796 | 773 | N/A | 3,190 |
| TRANSFER IN (+): | | | | | | |
| CENTRAL | 26 | | | | N/A | 26 |
| NORTH | 12 | | | | N/A | 12 |
| SOUTH | 14 | | | | N/A | 14 |
| WEBBER JR. | 19 | | | | N/A | 19 |
| AHS | | 103 | 35 | 17 | N/A | 155 |
| SHS | | 71 | 40 | 19 | N/A | 130 |
| TOTAL | 71 | 174 | 75 | 36 | N/A | 356 |
| TRANSFER OUT (-): | | | | | | |
| CENTRAL | 29 | | | | N/A | 29 |
| NORTH | 48 | | | | N/A | 48 |
| SOUTH | 42 | | | | N/A | 42 |
| WEBBER JR. | 28 | | | | N/A | 28 |
| AHS | | 97 | 44 | 26 | N/A | 167 |
| SHS | | 43 | 49 | 8 | N/A | 100 |
| TOTAL | 147[A] | 140[A] | 93[A] | 34[A] | N/A | 414[A] |
| TRANSFER TO ALT (-): | | | | | | |
| CENTRAL | 16 | | | | N/A | 16 |
| NORTH | 9 | | | | N/A | 9 |
| SOUTH | 3 | | | | N/A | 3 |
| WEBBER JR. | 5 | | | | N/A | 5 |
| AHS | | 11 | 23 | 32 | N/A | 66 |
| SHS | | 19 | 27 | 44 | N/A | 90 |
| TOTAL | 33 | 30 | 50 | 76 | N/A | 189 |
| RETAINED IN PR GRD (-): | | | | | | |
| CENTRAL | 5 | | | | N/A | 5 |
| NORTH | 9 | | | | N/A | 9 |
| SOUTH | 10 | | | | N/A | 10 |
| WEBBER JR. | 13 | | | | N/A | 13 |
| AHS | | | | 12 | N/A | 12 |
| SHS | | | | 34 | N/A | 34 |
| TOTAL | 37 | 0 | 0 | 46 | N/A | 83 |
| RETAINED FM GRD (+): | | | | | | |
| AHS | | | 12 | | N/A | 12 |
| SHS | | | 34 | | N/A | 34 |
| TOTAL | 0 | 0 | 46 | 0 | N/A | 46 |
| ADJUSTED COUNT: | | | | | | |
| CENTRAL | N/A | 127 | | | | 127 |
| NORTH | N/A | 195 | | | | 195 |
| SOUTH | N/A | 225 | | | | 225 |
| WEBBER JR. | N/A | 174 | | | | 174 |
| AHS | N/A | 0 | 448 | 448 | 405 | 1,301 |
| SHS | N/A | 0 | 310 | 326 | 248 | 884 |
| TOTAL | N/A | 721 | 758 | 774 | 653 | 2,906 |
| ACTUAL CURRENT YEAR: | | | | | | |
| CENTRAL | N/A | | | | | 0 |
| NORTH | N/A | | | | | 0 |
| SOUTH | N/A | | | | | 0 |
| WEBBER JR. | N/A | | | | | 0 |
| AHS | N/A | 419 | 442 | 438 | 384 | 1,683 |
| SHS | N/A | 295 | 288 | 305 | 207 | 1,095 |
| TOTAL | N/A | 714 | 730 | 743 | 591 | 2,778 |
| STUDENTS UNACCNTD: | | | | | | |
| CENTRAL | N/A | | | | | 0 |
| NORTH | N/A | | | | | 0 |
| SOUTH | N/A | | | | | 0 |
| WEBBER JR. | N/A | | | | | 0 |
| AHS | N/A[B] | 1 | 6 | 10 | 21 | 38 |
| SHS | N/A[B] | 6 | 22 | 21 | 41 | 90 |
| TOTAL | N/A | 7 | 28 | 31 | 62 | 128 |
| DROPOUT RATE: | | | | | | |
| CENTRAL | N/A | | | | | |
| NORTH | N/A | | | | | |
| SOUTH | N/A | | | | | |
| WEBBER JR. | N/A | | | | | |
| AHS | N/A[B] | 0.26% | 1.34% | 2.23% | 5.19% | 2.92% |
| SHS | N/A[B] | 1.99% | 7.10% | 6.44% | 16.53% | 10.18% |
| TOTAL | N/A | 0.97% | 3.69% | 4.01% | 9.49% | 4.40% |

[A] Adjustments were made to the transfer out counts of +13 at grade 9, +14 at grade 10, +22 at grade 11, -27 at grade 12 such that the actual count when subtracted from the adjusted count would equal the number of dropouts that were counted from the listed names given at each building. Overall, a net adjustment of +22 was made to the transfer out counts. Recommendations are and two given in the body of the report allude to the steps to be taken to allow for a more accurate future accounting without sizeable adjustments by grade.

[B] Assumes North and South to AHS, Central and Webber Jr. to SHS.

APPENDIX B

Michigan Department of Education
INFORMATION MANAGEMENT
Box 30008, Lansing, Michigan 48909

LABEL

TM-4203 8/91

Authority: Act 94, PA 1979 as amended.
Completion: Required
Direct questions regarding this form to Nancy Wing at (517) 373-3260

If any of the information printed on the label above is incorrect, please enter necessary corrections below.

# 1991 PUPIL HEADCOUNT REPORT

| | | | |
|---|---|---|---|
| EDUCATIONAL AGENCY | Legal Name of District | District Code | Telephone - Area Code/Local |
| | Address | City | Zip Code |

MAILING INSTRUCTION: Return one copy of the completed Part I and Part II of this report to the state address indicated above by October 30, 1991. Fourth Friday information should be based on September 28, 1991 enrollments.

Part I: District Summary Report
- I-A. Regular Program Pupil Headcount
- I-B. Alternative Program Pupil Headcount
- I-C. Pupil Headcount by Racial-Ethnic Group and Gender
- I-D. High School Graduates by Racial-Ethnic Group and Gender

Part II: Building Report
- II-A. Regular Program Pupil Headcount
- II-B. Pupil Headcount by Racial-Ethnic Group and Gender
- II-C. High School Graduates by Racial-Ethnic Group and Gender
- II-D. Worksheets (Do not return to the state.)
  1. Transfers into district
  2. Transfers out of district
  3. Transfers to Alternative Programs

**CERTIFICATION:**
I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date: _____

Superintendent/Authorized Official _____
Signature

Contact Person _____

Telephone _____
Area Code/Local Number

NOTE: You are receiving only one copy of the forms. Please make copies for your buildings and for your files.

1991 TM-420

COVER

APPENDIX B

| District Name | District Code | Telephone - Area Code |
|---|---|---|
| Address | City | Zip Code |

# PART I. DISTRICT REPORT
## I - A REGULAR PROGRAM PUPIL HEADCOUNT REPORT

| Grade | This Year's Fourth Friday Headcount (1) | Previous School Year's Transfers/Retentions (Since Last Year's Fourth Friday) | | | |
|---|---|---|---|---|---|
| | | In (2) | Out (3) | To Alternative (4) | Retained (5) |
| PK | | | | | |
| K | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| TOTAL | | | | | |
| Ungraded | | | | | |
| Nonpublic | | | | | |

**DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.**

**THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY TOTALING THE BUILDING INFORMATION ENTERED ON ALL II-A FORMS.**

1991/IN-4203

## APPENDIX B

1. The school year for counting purposes starts on the Fourth Friday after Labor Day of one year and ends on the Thursday before the Fourth Friday after Labor Day of the next year (a twelve month period). This method is used in order to take into consideration the transferring and graduating of pupils during the summer period.

2. Transfers In is defined as students who are new enrollees in a building and whose records have been received from the school of origin. The school of origin may be either within or outside of the district.

3. Transfers Out is defined as any pupil who transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. In order to be listed in this category, pupil records must have been sent to the receiving agency. Pupils who are deceased will be placed in this category.

4. Transfer to Alternative Program is defined as any pupil who transfers to one of the alternative programs.

5. Pupils Retained represents the total number of pupils in each of grades K-12 of the previous year who were placed in the same grade on the Fourth Friday after Labor Day of this year.

Other definitions:

Pre-Kindergarten (PK) is defined as a group or class that is part of the public school population and is taught in the years preceding kindergarten and excludes Head Start pupils.

Kindergarten is defined as a half-day or alternate full-day kindergarten program for children who are five years old by December 1 of the enrollment year.

Ungraded is defined as pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

BEST COPY AVAILABLE

APPENDIX B

| District Name | District Code |
|---|---|
| | |

# I - B DISTRICT - ALTERNATIVE PROGRAM PUPIL HEADCOUNT

| ALTERNATIVE PROGRAM | This Year's Fourth Friday Headcounts | Previous School Year's Transfers (Since Last Year's Fourth Friday) | | |
|---|---|---|---|---|
| | | In | Out | Graduates |
| Post Graduates | | | | |
| Apprentice Training | | | | |
| Practical Nursing | | | | |
| Adult High School | | | | |
| Adult Basic Education | | | | |
| All other Part-Time | | | | |
| TOTAL | | | | |

The report calls for identifying pupils who either start in, transfer to, or graduate from an alternative program. However, there is not a precise definition of an alternative program.

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

BEST COPY AVAILABLE

APPENDIX B

| Legal Name of District | District Code | Telephone - Area Code/Local No. |
|---|---|---|
| Address | City | Zip Code |

## I - C District -Pupil Headcount by Racial-Ethnic * and Gender

Pupils whose permanent records are maintained in this district.

| Grade | American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, Not of Hispanic Origin | | Hispanic | | White, Not of Hispanic Origin | | Total By Gender | | Total Headcount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | |
| PK | | | | | | | | | | | | | |
| K | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | |
| Total K-8 | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | |
| Ungraded | | | | | | | | | | | | | |
| Nonpublic | | | | | | | | | | | | | |

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

* (DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.)

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY TOTALING THE INFORMATION ENTERED ON ALL II-C. FORMS.

1991/IR-4203

## APPENDIX B

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

UNGRADED:

Pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

NOTE:

** Directive No. 15 superseding section 7(b) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.



BEST COPY AVAILABLE

APPENDIX B

| Legal Name of District | District Code Number |
|---|---|
| | |

I. - D DISTRICT - HIGH SCHOOL GRADUATES BY RACIAL-ETHNIC GROUP* AND GENDER

1. Count of Graduates and Completers. Please distinguish the number of graduates during the previous school year according to the following categories. (Include January/February, June and August graduates/completers.)

A. Regular graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from a regular high school program.

B. Alternative program graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from an alternative program. (e.g. Adult High School Completion Program)

C. High school equivalency certificates are given to those pupils who passed the GED test and are under 20 years of age.

D. Other certificates (certificate of attendance/completion) are given for other reasons.

| Category | American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, Not of Hispanic Origin | | Hispanic | | White, Not of Hispanic Origin | | Total Headcount | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Regular Day School (A) | | | | | | | | | | | | |
| Alternative Program (B) | | | | | | | | | | | | |
| High School Completers-GED (C) | | | | | | | | | | | | |
| Other Certificates (D) | | | | | | | | | | | | |

2. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a two or four year degree granting college or university, to the best of the district's knowledge. _____

3. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a NON-DEGREE granting institution (e.g., trade, technical, vocational, or business school), to the best of the district's knowledge. _____

* (DEFINITIONS ARE CONTINUED ON THE BACK OF THIS PAGE.)

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY USING THE SUM OF THE INFORMATION FROM ALL II - C FORMS IN THE DISTRICT, IF APPLICABLE.



BEST COPY AVAILABLE

## APPENDIX B

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

4-BACK

1991/IR-4203



BEST COPY AVAILABLE

LABEL

APPENDIX B

| Building Name | Building Code | Telephone - Area Code, Local No. |
|---|---|---|
| Address | City | Zip Code |

# PART II. BUILDING REPORT
## II - A REGULAR PROGRAM PUPIL HEADCOUNT

| Grade (1) | This Year's Fourth Friday Headcount | Previous School Year's Transfers/Retentions (Since Last Year's Fourth Friday) | | | |
|---|---|---|---|---|---|
| | | In (2) | Out (3) | To Alternative (4) | Retained (5) |
| PK | | | | | |
| K | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| TOTAL | | | | | |
| Ungraded | | | | | |
| Nonpublic | | | | | |

(DEFINITIONS ARE ON THE BACK SIDE OF THIS SHEET.)

SUM THE ABOVE INFORMATION FOR EACH BUILDING LEVEL AND COPY TO THE PART I - A FORM.

1991/IN-4203

**APPENDIX B**

1. The school year for these counting purposes starts on the Fourth Friday after Labor Day of one year and ends on the Thursday before the Fourth Friday after Labor Day of the next year (a twelve month period). This method is used in order to take into consideration the transferring and graduating of pupils during the summer period.

2. Transfers In is defined as students who are new enrollees in a building and whose records have been received from the school of origin. The school of origin may be either within or outside of the district.

3. Transfers Out is defined as any pupil who transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. In order to be listed in this category, pupil records must have been sent to the receiving agency. Pupils who are deceased will be placed in this category.

4. Transfer to Alternative Program is defined as any pupil who transfers to one of the alternative programs.

5. Pupils Retained represents the total number of pupils in each of grades K-12 of the previous year who were placed in the same grade on the Fourth Friday after Labor Day of this year.

Other definitions:

Pre-Kindergarten (PK) is defined as a group or class that is part of the public school population and is taught in the years preceding kindergarten and excludes Head Start pupils.

Kindergarten is defined as a half-day or alternate full-day kindergarten program for children who are five years old by December 1 of the enrollment year.

Ungraded is defined as pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

**5-BACK**

1991/IN-420



BEST COPY AVAILABLE

APPENDIX B

LABEL

| Building Name | Building Code | Telephone - Area Code, [illegible] |
|---|---|---|
| Address | City | Zip Code |

## II - B Building- Pupil Headcount by Racial-Ethnic* and Gender

Pupils whose permanent records are maintained in this building

| Grade | American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, Not of Hispanic Origin | | Hispanic | | White, Not of Hispanic Origin | | Total By Gender | | Total Headcount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | |
| PK | | | | | | | | | | | | | |
| K | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | |
| TOTAL K-8 | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | |
| Ungraded | | | | | | | | | | | | | |
| Nonpublic | | | | | | | | | | | | | |

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

*(DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.)

THIS INFORMATION SHOULD BE TOTALED WITH OTHER II-B FORMS AND COPIED TO THE DISTRICT II - A FORM.

1991/IN-4203

## APPENDIX B

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

UNGRADED:

Pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

BEST COPY AVAILABLE

APPENDIX B

LABEL

| Legal Name of Building | District name | Building Code Number |
|---|---|---|
| | | |

II. - C BUILDING - HIGH SCHOOL GRADUATES BY RACIAL-ETHNIC GROUP* AND GENDER

1. Count of Graduates and Completers. Please distinguish the number of graduates during the previous school year according to the following categories. (Include January/February, June and August graduates/completers.)

A. Regular graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from a regular high school program.

B. Alternative program graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from an alternative program. (e.g. Adult High School Completion Program)

C. High school equivalency certificates are given to those pupils who passed the GED test and are under 20 years of age.

D. Other certificates (certificate of attendance/completion) are given for other reasons.

| Category | American Indian or Alaskan Native | | Asian or Pacific Islander | | Black, Not of Hispanic Origin | | Hispanic | | White, Not of Hispanic Origin | | Total Headcount | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Regular Day (A) School | | | | | | | | | | | | |
| Alternative (B) Program | | | | | | | | | | | | |
| High School (C) Completers - GED | | | | | | | | | | | | |
| Other (D) Completers | | | | | | | | | | | | |

2. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a two or four year degree granting college or university, to the best of the district's knowledge.

3. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a NON-DEGREE granting institution (e.g., trade, technical, vocational, or business school), to the best of the district's knowledge.

* (DEFINITIONS ARE CONTINUED ON THE BACK OF THIS PAGE.)

THE INFORMATION ON THIS SHEET SHOULD BE COMBINED WITH THE INFORMATION ON OTHER II - C. FORMS IN THE DISTRICT, IF APPLICABLE, AND REPORTED ON I - D FORM



BEST COPY AVAILABLE

## APPENDIX B

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

• RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.



BEST COPY AVAILABLE

**APPENDIX B**

Worksheet # 1 Building Name _____

## II - D 1 - Transfers Into District/Building

(Transfers In represents any new enrollee to your district/building and whose records have been received.)

| No. | Name | Date | Grade | Sending District |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| 21 | | | | |
| 22 | | | | |
| 23 | | | | |
| 24 | | | | |
| 25 | | | | |

**THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II-A PUPIL HEADCOUNT FORM.**

1991/IN-4203

**APPENDIX B**

Worksheet # 2 Building Name _____

## II - D. 2 - Transfers Out of District

(Transfers out is defined as any pupil that transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. Pupil records must have been sent to the receiving agency. For reporting purposes, pupils who have deceased will be placed in this category.)

| No. | Name | Date | Grade | Receiving District |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |

**THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II-A PUPIL HEADCOUNT FORM.**

1991/IN-42

**APPENDIX B**

Worksheet # 3 Building Name: _____

## II - D. 3 - Transfers to Alternative Programs

| No. | Name | Date | Grade | Program Transferred To |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |

**The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m.**

**The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:**

**Categories include:**

1. **Post Graduate (under 20 years of age)**
2. **Apprentice Training (under 20 years of age)**
3. **Practical Nurse (under 20 years of age)**
4. **Adult High School Completion (18 years of age and over in grades 9-12)**
5. **Adult Basic Education (18 years of age and over in grades 1-8)**

**If your district has another program which you would consider an alternative program, please describe it.**

**An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.**

1991/IN-420:

**THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II - A. PUPIL HEADCOUNT FORM.**



BEST COPY AVAILABLE

Worksheet #4

Building Name: _____

**APPENDIX B**

II - E 1 - DROPOUTS (Student Mobility Not Accounted for on the other Worksheets)

| No. | Name | Date of Drop | Drop Code | Grade | Gender Code | Ethnic Code | Date of Birth |
|---|---|---|---|---|---|---|---|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| 14 | | | | | | | |
| 15 | | | | | | | |
| 16 | | | | | | | |

The mobility, gender and ethnic codes given below are those as used on our "notice of leaving" and/or "student enrollment" cards. Please specify them above in the appropriate columns.

| Drop Code | Explanation |
|---|---|
| 06 | Released, SCHOOL STATUS UNKNOWN |
| 07 | Released due to EXPULSION |
| *08 | Released due to SUSPENSION |
| 09 | Released due to PREGNANCY |
| 10 | Released due to MARRIAGE |
| 11 | Released due to NON-ATTENDANCE, PARENTAL INFLUENCE |
| 12 | Released due to NON-ATTENDANCE, LACK OF INTEREST |
| 13 | Released due to NON-ATTENDANCE, ACADEMIC FAILURE |
| 14 | Released due to NON-ATTENDANCE, POOR PUPIL/STAFF RELATIONSHIPS |
| 15 | Released due to NON-ATTENDANCE, POOR PEER RELATIONSHIPS |
| 16 | Released due to NON-ATTENDANCE, REASON UNKNOWN |
| 17 | Released due to EXTENDED ILLNESS |
| 20 | Released due to MILITARY SERVICE |
| 21 | Released due to EMPLOYMENT |
| 23 | Released due to some OTHER KNOWN REASON (please specify) _____ |
| **98 | Released due to NO SHOW |

| Gender Codes | Ethnic Codes |
|---|---|
| M - Male | 1 - American Indian |
| F - Female | 2 - Caucasian |
| | 3 - Latino/Hispanic |
| | 4 - Black |
| | 5 - Asian/Oriental |

*A suspension becomes a dropout when they are categorized as a "no show" or "non-attendance" after the suspension period has passed.

**No shows who have enrolled as students but never attended, are not considered to be dropouts. However, those students who are promoted from one school into another, both within our district, but do not show at either the intended receiving school or another school are considered to be dropouts.



BEST COPY AVAILABLE

## APPENDIX C

### TABLE C.1. NUMBER AND PERCENT OF DROPOUTS BY BUILDING AND SCHOOL FROM FOURTH FRIDAY TO FOURTH FRIDAY, STARTING 1990-91 TO CURRENT YEAR

| SCHOOL | Number of Dropouts During School Year | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1990-91 | | 1991-92 | | 1992-93 | | 1993-94 | | 1994-95 | | 1995-96 | | 1996-97 | | 1997-98 | | 1998-99 | |
| | # | %[1] | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Central Junior | 8 | 5.4 | 3 | 2.4 | | | | | | | | | | | | | | |
| North Intermediate | 8 | 3.5 | 1 | 0.5 | | | | | | | | | | | | | | |
| South Intermediate | 1 | 0.4 | 0 | 0.0 | | | | | | | | | | | | | | |
| Webber Junior | 7 | 4.3 | 3 | 1.7 | | | | | | | | | | | | | | |
| Subtotal | 24 | 3.1 | 7 | 1.0 | | | | | | | | | | | | | | |
| Arthur Hill | 73 | 5.1 | 37 | 2.8 | | | | | | | | | | | | | | |
| Saginaw High | 106 | 10.9 | 84 | 9.5 | | | | | | | | | | | | | | |
| Subtotal | 179 | 7.4 | 121 | 5.5 | | | | | | | | | | | | | | |
| Number | 203 | | 128 | | | | | | | | | | | | | | | |
| Total Percent of Dropouts | | 6.4 | | 4.4 | | | | | | | | | | | | | | |

[1] Percent of building enrollment.

APPENDIX D

TABLE D.2. NUMBER OF FEMALE DROPOUTS BY BUILDING AND SCHOOL YEAR FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT YEAR

| School | Number of Dropouts During School Year | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1990-91 | 1991-92 | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 |
| Central Junior | 3 | 2 | | | | | | | |
| North Intermediate | 4 | 0 | | | | | | | |
| South Intermediate | 0 | 0 | | | | | | | |
| Webber Junior | 2 | 0 | | | | | | | |
| Subtotal | 9 | 2 | | | | | | | |
| Arthur Hill | 36 | 17 | | | | | | | |
| Saginaw High | 41 | 33 | | | | | | | |
| Subtotal | 77 | 50 | | | | | | | |
| TOTAL Number | 86 | 52 | | | | | | | |
| % of Dropouts | 42.4 | 40.6 | | | | | | | |

NA = Not Applicable

APPENDIX D

TABLE D.1. NUMBER OF MALE DROPOUTS BY BUILDING AND SCHOOL YEAR FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT YEAR

| School | Number of Dropouts During School Year | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1990-91 | 1991-92 | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 |
| Central Junior | 5 | 1 | | | | | | | |
| North Intermediate | 4 | 1 | | | | | | | |
| South Intermediate | 1 | 0 | | | | | | | |
| Webber Junior | 5 | 3 | | | | | | | |
| Subtotal | 15 | 5 | | | | | | | |
| Arthur Hill | 37 | 20 | | | | | | | |
| Saginaw High | 65 | 51 | | | | | | | |
| Subtotal | 102 | 71 | | | | | | | |
| TOTAL Number | 117 | 76 | | | | | | | |
| % of Dropouts | 57.6 | 59.4 | | | | | | | |

NA = Not Applicable

APPENDIX E

TABLE E.1. NUMBER AND PERCENT OF DROPOUTS BY GRADE AND SCHOOL YEAR FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT YEAR

| Grade | 1990-91 | | 1991-92 | | 1992-93 | | 1993-94 | | 1994-95 | | 1995-96 | | 1996-97 | | 1997-98 | | 1998-99 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 9th | 24 | 11.8 | 7 | 5.5 | | | | | | | | | | | | | | |
| Jr. High Total | 24 | 11.8 | 7 | 5.5 | | | | | | | | | | | | | | |
| 10th | 72 | 35.5 | 28 | 21.9 | | | | | | | | | | | | | | |
| 11th | 69 | 34.0 | 31 | 24.2 | | | | | | | | | | | | | | |
| 12th | 38 | 18.7 | 62 | 48.4 | | | | | | | | | | | | | | |
| Sr. High Total | 179 | 88.2 | 121 | 94.5 | | | | | | | | | | | | | | |
| SYSTEM TOTAL | 203 | 100.0 | 128 | 100.0 | | | | | | | | | | | | | | |

## APPENDIX F

### TABLE F.1. NUMBER AND PERCENT OF DROPOUTS BY AGE AND SCHOOL YEAR FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT YEAR

| Age | 1990–91 | | 1991–92 | | 1992–93 | | 1993–94 | | 1994–95 | | 1995–96 | | 1996–97 | | 1997–98 | | 1998–99 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 14 | 1 | 0.5 | 0 | 0.0 | | | | | | | | | | | | | | |
| 15 | 21 | 10.3 | 10 | 7.8 | | | | | | | | | | | | | | |
| 16 | 37 | 18.2 | 28 | 21.9 | | | | | | | | | | | | | | |
| 17 | 63 | 31.0 | 33 | 25.8 | | | | | | | | | | | | | | |
| 18 | 54 | 26.6 | 34 | 26.6 | | | | | | | | | | | | | | |
| 19 | 20 | 9.9 | 19 | 14.8 | | | | | | | | | | | | | | |
| 20 & Over | 7 | 3.5 | 4 | 3.1 | | | | | | | | | | | | | | |
| TOTAL | 203 | 100.0 | 128 | 100.0 | | | | | | | | | | | | | | |

# APPENDIX G

TABLE G.1. NUMBERS AND PERCENTS OF DROPOUTS BY SCHOOL YEAR AND RACIAL/ETHNIC BACKGROUND FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT SCHOOL YEAR

| Year | RACE | | | | | |
|---|---|---|---|---|---|---|
| | Black | White | Hispanic | Asian/ Pacific Islander | American Indian/ Alaskan Native | Total |
| 1990-91 | | | | | | |
| Enrollment | 1,732 | 1,048 | 358 | 30 | 10 | 3,178 |
| % of Total Enrollment | 54.5 | 33.0 | 11.3 | 0.9 | 0.3 | 100.0 |
| # of Dropouts | 124 | 48 | 30 | 1 | 0 | 203 |
| % of All Dropouts | 61.1 | 23.6 | 14.8 | 0.5 | 0.0 | 100.0 |
| % of R/E Dropped Out | 7.2 | 4.6 | 8.4 | 3.3 | *0.0 | 6.4 |
| 1991-92 | | | | | | |
| Enrollment | 1,527 | 1,016 | 330 | 29 | 4 | 2,906 |
| % of Total Enrollment | 52.6 | 35.0 | 11.3 | 1.0 | 0.1 | 100.0 |
| # of Dropouts | 91 | 17 | 20 | 0 | 0 | 128 |
| % of All Dropouts | 71.1 | 13.3 | 15.6 | 0.0 | 0.0 | 100.0 |
| % of R/E Dropped Out | 6.0 | 1.7 | 6.1 | 0.0 | 0.0 | 4.4 |
| 1992-93 | | | | | | |
| Enrollment | | | | | | |
| % of Total Enrollment | | | | | | |
| # of Dropouts | | | | | | |
| % of All Dropouts | | | | | | |
| % of R/E Dropped Out | | | | | | |
| 1993-94 | | | | | | |
| Enrollment | | | | | | |
| % of Total Enrollment | | | | | | |
| # of Dropouts | | | | | | |
| % of All Dropouts | | | | | | |
| % of R/E Dropped Out | | | | | | |
| 1994-95 | | | | | | |
| Enrollment | | | | | | |
| % of Total Enrollment | | | | | | |
| # of Dropouts | | | | | | |
| % of All Dropouts | | | | | | |
| % of R/E Dropped Out | | | | | | |
| 1995-96 | | | | | | |
| Enrollment | | | | | | |
| % of Total Enrollment | | | | | | |
| # of Dropouts | | | | | | |
| % of All Dropouts | | | | | | |
| % of R/E Dropped Out | | | | | | |
| 1996-97 | | | | | | |
| Enrollment | | | | | | |
| % of Total Enrollment | | | | | | |
| # of Dropouts | | | | | | |
| % of All Dropouts | | | | | | |
| % of R/E Dropped Out | | | | | | |
| 1997-98 | | | | | | |
| Enrollment | | | | | | |
| % of Total Enrollment | | | | | | |
| # of Dropouts | | | | | | |
| % of All Dropouts | | | | | | |
| % of R/E Dropped Out | | | | | | |
| 1998-99 | | | | | | |
| Enrollment | | | | | | |
| % of Total Enrollment | | | | | | |
| # of Dropouts | | | | | | |
| % of All Dropouts | | | | | | |
| % of R/E Dropped Out | | | | | | |

## APPENDIX H

### TABLE H.1. NUMBER AND PERCENT OF DROPOUTS BY REASON AND SCHOOL YEAR FROM FOURTH FRIDAY TO FOURTH FRIDAY FOR 1990-91 TO CURRENT YEAR

| Reason | 1990-91 | | 1991-92 | | 1992-93 | | 1993-94 | | 1994-95 | | 1995-96 | | 1996-97 | | 1997-98 | | 1998-99 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Left: School Status Unknown | 10 | 4.9 | 4 | 3.1 | | | | | | | | | | | | | | |
| Expulsion | 0 | 0.0 | 0 | 0.0 | | | | | | | | | | | | | | |
| Suspension | 0 | 0.0 | 4 | 3.1 | | | | | | | | | | | | | | |
| Pregnancy | 2 | 1.0 | 1 | 0.8 | | | | | | | | | | | | | | |
| Marriage | 0 | 0.0 | 0 | 0.0 | | | | | | | | | | | | | | |
| Non-Attendance Due To: | | | | | | | | | | | | | | | | | | |
| Parental Influence | 4 | 2.0 | 5 | 3.9 | | | | | | | | | | | | | | |
| Lack of Interest | 159 | 78.3 | 83 | 64.8 | | | | | | | | | | | | | | |
| Academic Failure | 3 | 1.5 | 3 | 2.3 | | | | | | | | | | | | | | |
| Poor Pupil-Staff Relationships | 1 | 0.5 | 0 | 0.0 | | | | | | | | | | | | | | |
| Poor Peer Relationships | 0 | 0.0 | 0 | 0.0 | | | | | | | | | | | | | | |
| Unknown | 15 | 7.4 | 26 | 20.3 | | | | | | | | | | | | | | |
| Extended Illness | 2 | 1.0 | 1 | 0.8 | | | | | | | | | | | | | | |
| Military Service | 1 | 0.5 | 0 | 0.0 | | | | | | | | | | | | | | |
| Employment | 0 | 0.0 | 0 | 0.0 | | | | | | | | | | | | | | |
| Other | 6 | 3.0 | 1 | 0.8 | | | | | | | | | | | | | | |
| TOTAL | 203 | 100.1* | 128 | 99.9* | | | | | | | | | | | | | | |

*Due to rounding